DOCUMENT RESUME

ED 415 915 IR 056 886

AUTHOR	Fontenot, Jerry
TITLE	Evangeline Parish Library, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program, FY 1992.
INSTITUTION	Evangeline Parish Library, Ville Platte, LA.
SPONS AGENCY	Office of Educational Research and Improvement (ED), Washington, DC. Office of Library Programs.
PUB DATE	1993-12-27
NOTE	45p.
CONTRACT	R167A20206
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Adult Basic Education; Adult Learning; *Adult Literacy; English (Second Language); Farmers; Federal Programs; Grants; *Library Collection Development; Library Role; *Library Services; *Literacy Education; Low Income Groups; Lumber Industry; Minority Groups; Public Libraries; Publicity; Rural Areas; Tutoring; Tutors; User Needs (Information); Volunteer Training; Volunteers
IDENTIFIERS	Library Services and Construction Act; Tutor Training

ABSTRACT

This final performance report provides project outcome information and data to the U.S. Department of Education for the federally-funded Library Literacy Program. The Evangeline Parish Library (Louisiana) conducted a project that involved recruitment, retention, public awareness, training, rural oriented, basic literacy, collection development, tutoring, and computer assisted programs. The project served a community of 25,000-50,000 people, and targeted the learning disabled, mentally disabled, English as a Second Language (ESL), farm workers and their families, low-income persons, minorities, and lumbermen and their families. One-on-one tutoring was done using the Laubach and Steck-Vaugh methods. The project provided a total of 1,212 hours of direct tutoring service to 40 adults. The report provides a comparison of actual accomplishments to the objective for fiscal year 1992- to locate, reach out to, and assist illiterate adults 16 years old and older (and not in school) who do not have a secondary education or its equivalent to acquire basic reading, writing, and speaking skills and other basic skills necessary to become functional adults while simultaneously improving their self-esteem and confidence. Proposed and actual expenditures are compared. Details of activities undertaken, the role the library played in the accomplishment of the goals and objectives, agencies and organizations that assisted in the project, the impact of the federal project on the ongoing program of the library, and recommendations and observations are included. Appendices include newspaper clippings, samples of posters and flyers, and sample student and tutor record forms. (SWC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 415 915

The Evangeline Parish Library, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program

BEST COPY AVAILABLE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

IR056886

ERIC IR

F I N A L P E R F O R M A N C E R E P O R T

A N D E V A L U A T I O N

O F

THE EVANGELINE PARISH LIBRARY

FY 1992 LSCA TITLE VI

LIBRARY LITERACY GRANT

(CFDA NO. 84.167)

PR/AWARD NO. R167A20206

Date of Report: December 27, 1993

PART I: GENERAL INFORMATION

Grantee Name: Evangeline Parish Library

Grantee Address: P. O. Box 40
Ville Platte, LA 70586

Person Preparing Report: Ms. Jerry Fontenot

Telephone No.: (318) 363-2031

Grant No.: R 167A20206

Grant Amount: $35,000

Grant Amount Expended: $35,000

Program Contact Persons:

A. Project Director and Administrator:

Ms. Jan Smith, Library Director
Evangeline Parish Library
Telephone No.: (318) 363-1369

B. Program Coordinator:

Ms. Linda Coreil
Telephone: (318) 363-5501

Part II: Quantitative Data

Provide the following information about this project by filling in the blanks or putting a checkmark next to the answer that best describes your project. If any of the questions are not relevant to this project, write N/A.

1. What is the size of the community served by this project?

___ under 10,000
___ between 10,000 - 25,000
_X_ between 25,000 - 50,000
___ between 50,000 - 100,000
___ between 100,000-200,000
___ over 200,000

2. What type of project was this? (Check as many as applicable)

_X_ Recruitment
_X_ Retention
___ Space Renovation
___ Coalition Building
_X_ Public Awareness
_X_ Training
_X_ Rural Oriented
_X_ Basic Literacy
___ Other (describe)_____

_X_ Collection Development
_X_ Tutoring
_X_ Computer Assisted
___ Other Technology
___ Employment Oriented
___ Intergenerational/Family
___ English as a Second Language (ESL)

3. Did you target a particular population? (Check as many as applicable)

___ Homeless
___ Hearing Impaired
___ Visually Impaired
_X_ Learning Disabled
_X_ Mentally Disabled
___ Workforce/Workplace
___ Inmates of Correctional Institutions
_X_ Other (describe) Farm workers and their families
Low-income persons
Minorities
Lumbermen and their families

___ Homebound
___ Seniors/Older Citizens
___ Migrant Workers
___ Indian Tribes
___ Intergenerational/Families
_X_ English as a Second Language

4. If this project involved tutoring, what tutoring method was used?

_X_ Laubach ___ LVA ___ Michigan Method
___ Orton-Gillingham _X_ Other (describe) Steck-Vaughn

BEST COPY AVAILABLE

5. If this project involved tutoring, how was it provided? (check as many as applicable)

__X__ one-on-one tutoring ___small group instruction
___classroom instruction

6.(a) If this project involved tutoring, was the learning progress of the adult literacy students quantitatively measured? __X__ yes ___ no

(If "yes", identify any tests, questionnaires, or standard methods used and summarize student results.)

Test check for each skills book in Laubach.
Students advance .1 of a grade for each 10 hours of tutoring time.

6.(b) If this project involved tutoring, were qualitative outcomes of student progress documented? __X__ yes ___no

(If "yes", briefly describe how progress was determined and summarize student results. You may attach samples of any documents used to record observations or demonstrate outcomes.)

See appendix and report

7. During the course of this project were any of the following items produced? If so, attach a copy to each copy of the report. (See report for copies.)

___ bibliography
___ curriculum guide
___ training manual
___ public relations audiovisual
___ training audiovisual
___ recruitment brochure
___ resource directory
___ evaluation report
___ survey
___ newsletter(s)
__X__ other (describe)
Fliers
Posters
Forms

BEST COPY AVAILABLE

8. During the course of this project:

How many adult learners were served? (i.e., individuals who made use of the library's literacy project services in some way) Numbers not available
Of those served, how many received direct tutoring service? 40
How many hours of direct tutoring service did they receive? 1212
How many new volunteer tutors were trained? 24
How many current volunteer tutors received additional training? 15
How many volunteer tutors (total) were involved? 29
How many non-tutor volunteers were recruited? 7
How many service hours were provided by non-tutors? Documentation not available
How many librarians were oriented to literacy methods, materials, and students? 4
How many trainers of tutors were trained? 3 (including program director)

PART III: NARRATIVE REPORT

The primary purpose of the program was to supplement, enhance, and compliment a program to improve adult literacy in Evangeline Parish currently sponsored by the Evangeline Parish School System by reaching out to the more remote areas. The proposed program for which the application was made hoped to assist by promoting the use of voluntary services of individuals and organizations in providing literacy programs, promoting the use of volunteers to disseminate information about the literacy programs available (out-reach), training of volunteers to serve the program, acquiring materials for program to improve the literacy of illiterate, functionally illiterate, and undereducated adults, conducting literacy programs for adults, provide library facilities and space for literacy programs and program materials, and cataloging literacy program material in the libraries. The program was to make every effort to target services to illiterate adults sixteen years or older and not in school, handicapped persons, elderly persons, women, minorities, farm workers, and other underserved groups. The library literacy program was to be conducted in cooperation with the local school system and local agencies who can assist with the literacy program either through tutoring or identification of students and needy adults. While serving the needs of the Ville Platte area through the main Library, the Program targeted principally the areas served by the existing branch libraries: the Pine Prairie-Turkey Creek Branch serving the northwestern and northern parts of the Parish; the Basile Branch serving the southwestern part of the Parish, and the Mamou Branch serving the central parts of the Parish.

The basic objective of the Program was to locate, reachout, and assist illiterate Evangeline Parish adults sixteen years old and older

(and not in school) who do not have a secondary education or its equivalent to acquire basic reading, writing, and speaking skills and other basic skills necessary to become functional adults and simultaneously improving their self-esteem and confidence. The program was to target illiterate and undereducated adults in Evangeline Parish.

Students Enrolled in Program
During Year

	Number	Percent
TOTAL ENROLLMENT	25	100%
By Sex:		
Female	14	56%
Male	11	44%
By Races		
Minority:		
Blacks (African-Americans)	16	64%
Others	1	4%
Non-minorities	8	32%
By Age Groups:		
16-25	3	12%
26-39	11	44%
40-50	5	20%
51-64	5	20%
65+	1	4%
By Employment Status:		
Employed adults	5	20%
Unemployed adults	20	80%
Other Statistics		
Disabled adults	9	36%
Adults on public assistance	17	68%

Summary of Student Progress

Student No.	Overall Grade Level at Beginning Year/Program	Grade Level at end of Year	Progress in Grade Level #	Hours of Class
1*	3.0	3.3	.3	32.0
2	2.6	3.0	.4	35.0
3	1.8	2.1	.3	33.0
4*	3.4	3.5	.1	13.0
5	2.5	3.4	.9	93.0
6	2.1	2.9	.8	84.5
7*	2.6	3.0	.4	38.5
8*	2.3	2.8	.5	52.0
9	3.0	4.0	1.0	103.0
10*	1.0	1.4	.4	40.0
11	1.0	1.6	.6	56.0
12*	3.1	3.6	.5	52.0
13*	2.4	2.9	.5	50.0
14*	4.0	4.6	.6	56.0
15*	1.0	1.4	.4	43.5
16	3.5	4.0	.5	54.0
17	3.7	4.6	.9	88.0
18*	1.5	1.7	.2	22.0
19	2.8	3.3	.5	50.0
20	3.4	3.8	.4	44.0
21*	2.0	2.2	.2	20.0
22*	1.0	1.2	.2	18.0
23	2.0	2.6	.6	56.5
24	2.2	2.4	.2	24.0
25	4.5	4.6	.1	12.0

*Entered and left program during the year - 12 students. Reasons for leaving are:

New job	1
Lack of Interest	2
Health Problems	4
Died	1
Child care problems	1
Increased work hours	1
Unknown Reasons	2

#10 hours = .1 grade elevated.

The following local public libraries were involved in supporting literacy programs in their facilities by assisting in program implementation and providing site and facilities for tutoring and program use.

1. Evangeline Parish Library
   (Main Library)
   Ville Platte, Louisiana

2. Pine Prairie - Turkey Creek Branch
   Evangeline Parish Library
   Pine Prairie, Louisiana

3. Mamou Branch Library
   Evangeline Parish Library
   Mamou, Louisiana

4. Basile Branch Library
   Evangeline Parish Libry
   Basile, Louisiana

The group tutorial training sessions were not utilized during this program year because a mutually convenient time could not be found and a mutually convenient time could not be found and tutors were trained at the libraries where they would be tutoring. The four libraries are geographically dispersed in the Parish. Consequently, individual tutor training sessions were more feasible than group sessions. Also, the tutors were able to be trained individually on the new computer equipment.

The program coordinator and assistant conducted approximately 39 private individual tutorial training sessions to tutors to train on new equipment and to provide additional help to tutors.

FY 1992 Library Literacy Grant - CFDA 84.167

Grant No. R 167A20206

Evangeline Parish Library

	Proposed Budget LSCA Title VI	Actual Costs LSCA
A. Salary and Wages	$14,700	$11,118
B. Fringe Benefits	-0-	187
C. Travel	352	90
D. Equipment	-0-	-0-
E. Supplies	12,471	8,881
F. Contractual Services	-0-	-0-
G. Library Materials	6,415	13,271
H. Other	1,062	1,453
I. Total Direct Costs	35,000	35,000
J. Indirect Charges	-0-	-0-
K. Total Project Costs	35,000	35,000
L. Program Income	-0-	-0-

Observations and Recommendations

The following observations were noted while evaluating the FY 1991 Program and recommendations are made:

A. Observation: Outreach efforts through local media, local cable channel, posters, presentations, contact with church groups were good and continued throughout the Program Year.

Recommendation: Continue these efforts but expand these in the rural areas outside of Ville Platte and in the Pine Prairie/Turkey Creek area, Mamou area, Basile area, and Chataignier areas. Displays which are so prevalent in the Ville Platte area should be

LIBRARY LITERACY GRANT, FY 1992, GRANT NO. R167A20206
BUDGET PROPOSED
Detailed Budget by Category and Line Item Description

Line Item Description	Budget Amounts		
A. Salary and Wages			$14,700
1. For salary of program coordinator that pertains to Library Literacy Program	$9,700		
2. For salary of program tutorial trainer and assistant	5,000		
C. Travel: For mileage and travel (non-local) of two employees--program coordinator and tutorial trainer			352
1. Four trips to Louisiana Coalition for Literacy		196	
(a) Meals: 4 @ $6/each	24		
(b) Mileage: 720 miles @ 24c/mile	172		
2. Two trips for two for conference with coordinator for VITA program in Lafayette		67	
(a) Meals 4 @ $6/each	24		
(b) Mileage 180 miles @ 24c/mile	43		
3. Two trips for two to New Iberia to visit P.E.P.I. Program		89	
(a) Meals 4 @ $6/each	24		
(b) Mileage 272 miles @ 24c/mile	65		
E. Supplies: For use in Program and to remain in Library			12,471
1. Purchase and set up computer work stations for Program use in three branch libraries:		7,071	
(a) Computer, disc drives, etc. 3 @ $1279/ea.	$3,837		
(b) 3 printers @ $350/each	1,050		
(c) Serge protection devices 3 @ $20/each	60		
(d) Disc file holders 3 @ $8.00/each	24		
(e) Voice Synthesizer (speech adapter) 3 @ $180/each	540		
(f) Tables: 3 @ $110/each	330		
(g) Chairs: 6 @ $105/each	630		
(h) Three room dividers to permit privacy when in use @ $200/each	600		
2. Computer paper: 6 boxes @ $50/each		300	
3. Supplies for administration		400	
4. Tutor training supplies & materials		1,100	
5. Teaching/tutoring supplies & materials		3,000	
6. Supplies for outreach, promotion, advertising		600	

LIBRARY LITERACY GRANT, FY 1992, GRANT NO. R167A20206
BUDGET PROPOSED
Detailed Budget by Category and Line Item Description

Line Item Description			Budget Amounts
G. Library Materials			6,415
1. Purchase reading materials particularly high interest/low level reading books to be distributed at the four libraries		2,685	
2. Purchase supplemental books on tutor and tutorial aids		200	
3. Purchase basic learning video tapes for viewing such as those pertaining to alphabet, phonics, simple arithmetic, job interviews, simple banking procedures such as checking, preparation and requirements for G.E.D. (Graduation Equivalency Diploma), driving and road signs, budgeting your money, renting a house, etiquette, using the library, voting, basic first aid, buying a car, etc. 3 sets of 16 tapes @ $60 each for 3 branch libraries		2,880	
4. Cataloging materials		650	
H. Other:			1,062
1. Training for tutorial trainer: 2 sessions VITA Program @ $50 per 8-hour session		100	
2. Non-local travel for two tutors to attend conferences, conventions, & meetings		122	
(a) Two trips to Lafayette			
4 meals @ $6/each	$ 24		
180 miles @ 24c/mile	43		
(b) One trip to Baton Rouge			
2 meals @ $6/each	12		
180 miles @ 24c/mile	43		
3. Local travel for coordinator to visit and monitor tutors and students and to carry out overall coordination of Program including outreach efforts. Approximately 100 miles per month for 10 months (1,000) miles @ 24c per mile		240	
4. Local travel (rural Parish) for tutors estimated @ 2,000 miles @ 24c per mile		480	
5. Conference registration fees for program coordinator and tutorial trainer:		120	
(a) La. Coalition for Literacy	120		
TOTAL BUDGET			$35,000

LIBRARY LITERACY GRANT, FY 1992 - GRANT NO. R167A20206
Budget Information/Actual Costs
Detailed Costs by Category
Description of Line Items

Line Item Description		Actual Expenditures*
A. Salary and Wages		$11,118
1. For salary of program coordinator that pertains to Library Literacy Program	$7,282.00	
2. For salary of program tutorial trainer and assistant	2,820.00	
3. Salary for library worker in literacy program only	1,015.75	
B. Fringe Benefits: Applicable to salary of library literacy worker only.	187.25	187
C. Travel: For mileage and travel (non-local) of program coordinator and tutorial trainer		90
1. Trip to Louisiana Coalition for Literacy	60.00	
(a) Meals:	36.00	
(b) Mileage:	24.00	
2. Trip for two for conference with coordinator for VITA program in Lafayette	30.00	
(a) Meals	6.00	
(b) Mileage 180 miles @ 24c/mile	24.00	
3. Trips to New Iberia to visit P.E.P.I. Program - NONE	-0-	
E. Supplies: For use in Program and to remain in Library		8,881.00
1. Purchase and set up computer work stations for Program use in three branch libraries:	5,630.42	
(a) Computer, disc drives, etc.	$3,962.19	
(b) 3 printers @ $350/each	585.00	
(c) Serge protection devices (built into computer)	-0-	
(d) Disc file holders	-0-	
(e) 3 - Voice Synthesizer (speech adapter)	278.85	
(f) Tables	224.38	
(g) Chairs	580.00	
(h) Room dividers -not needed	-0-	
2. Computer paper	127.65	
3. Supplies for administration	840.16	
4. Tutor training supplies & materials (included in line 5 below)	-0-	
5. Teaching/tutoring supplies & materials	1,141.63	
6. Supplies for outreach, promotion, advertising	208.79	
7. Typewriter for program use	932.00	

LIBRARY LITERACY GRANT, FY 1992, GRANT NO. R167A20206
BUDGET PROPOSED
Detailed Budget by Category and Line Item Description

Line Item Description	Budget Amounts
G. Library Materials	13,271
1. Purchase reading materials particularly high interest/low level reading books to be distributed at the four libraries	7,298.49
2. Purchase supplemental books on tutor and tutorial aids (included in tutoring and teach supplies and materials)	-0-
3. Purchase basic learning video tapes for viewing such as those pertaining to alphabet, phonics, simple arithmetic, job interviews, simple banking procedures such as checking, preparation and requirements for G.E.D. (Graduation Equivalency Diploma), driving and road signs, budgeting your money, renting a house, etiquette, using the library, voting, basic first aid, buying a car, health, etc.	3,346.98
4. Cataloging materials	2,626.06
H. Other:	1,453
1. Training for tutor	-0-
2. Non-local travel for two tutors to attend conferences, conventions, & meetings	-0-
3. Local travel for coordinator to visit and monitor tutors and students and to carry out overall coordination of Program including outreach efforts.	110.88
4. Local travel (rural Parish) for tutors	-0-
5. Conference registration for program coordinator and tutorial trainer:	-0-
La. Coalition for Literacy - no fee charged	-0-
6. Local travel of tutor trainer to branches	13.44
7. Consultant Fees: Retain consultant to prepare final performance report and evaluation	1,200.00
8. Installation of phone to Literacy Center in Main Library	128.34
TOTAL BUDGET	$35,000.00

*Total of expenditures rounded to the nearest dollar.

All budget changes were minor. Some of the out-of-town travel was eliminated. Out-of-town travel was limited to a literacy conference and training at V.I.T.A. in Lafayette and. Supplies and library materials were more important at this time. None of the tutors requested reimbursement for travel. It was determined that more teaching and tutoring supplies and more library materials were more crucial at this time. Learning videos were especially needed also as were high interest, low level reading books. Some of the books double as teaching material also. Assistance in processing literacy library books and videos for cataloging and distribution to all libraries.

Library Materials were acquired for support of literacy activities. A brief summary of these is listed below:

1. Over 400 high interest, low level reading books and sets of books were acquired covering such topics as geography, child rearing, road signs, sports, fictional stories of interest to adults, writing the alphabet, history, current events, government, weather and hurricanes, the earth, disease and illnesses, health, math skills, spelling skills, exercises in reading, etc. Many of these were series or volumes that progress as student reader progresses.
2. Supplemental books, materials to use in tutorial training, tutorial aids, and teaching and tutoring materials.
3. Cataloging materials such as, book pockets, file drawers, cards, etc.
4. Approximately 100 videos for tutoring skills, teaching and educational purposes distributed among the 4 libraries.
5. Outreach material.
6. Typewriter for use in Literacy Program.
7. Computer, hardware and workstations at branches.

Materials acquired were distributed to all libraries in the Parish as listed previously in this report.

The only services contracted out was the preparation of the Final Performance Report and Evaluation in order to obtain an independent viewpoint on the Program.

The following services were provided at no cost to Library Literacy Program:

A. Evangeline Parish School Board

1. Provided work and office space in the Media Center Building located in Ville Platte. This office proved to be a vital necessity in the success of the program. The office served as a location from which to coordinate communications with tutors and students.
2. Provided telephone services.
3. Provided teaching materials and books for tutoring.
4 Paid part of salary of coordinator.
5. Referred students to program.

B. Evangeline Parish Library

1. Provided library space and facilities at the main library in Ville Platte for the sole use of the Library Literacy Program for Program materials, equipment, training sessions, tutoring sessions, workshops, and program office space also.
2. Provided space at Basile, Pine Prairie and Mamou Branch libraries for Program materials and books.
3. Provided services to catalog all materials.
4. Provided library services to tutors and students.
5. Provided guide of library and use of library to all students who so desired and tutors who wished to be

present.

6. Provided services of Library Director who devoted approximately 20% of her time to the Literacy Programs as Program Administrator.
7. Paid majority of telephone service for program
8. Library staff assisted literacy students and tutors in locating additional reading materials.

C. Evangeline Parish Police Jury

1. Provided accounting services for program funds.
2. Maintained financial records for Program.

D. Other

1. An advisory committee, known as the Evangeline Parish Literacy Council, was organized the two years ago to get community leaders involved. The committee includes nine community representatives from various organizations and business besides the Library Director and Program Coordinator. These persons could be called upon for assistance and consultation as deemed necessary.
2. Banks offered tour of bank and simple orientation on banking and banking services to interested students.
3. Tutors donated local travel and did not request reimbursement as travel distance.
4. Library volunteers provided some assistance in processing literacy library books, etc. (However, assistance had to be employed to keep up with processing.)
5. Local persons with expertise in various fields offered to conduct workshops in such subjects as voting, first aid, job training services available, driver training for obtaining drivers' licenses, etc.

6. Local newspapers - The Ville Platte Gazette, Mamou Acadian Press and Basile Weekly made public service announcements and provide free publicity to Literacy activities.
7. The local television cable channel (Channel 4 Star Cable) ran free public service announcements 20 to 30 times per day for several months at the beginning of the work year.
8. Publications were also made by local churches for volunteer educators to assist as tutors.

PUBLICITY AND OUTREACH

In order to raise the literacy level in Evangeline Parish, it is necessary to make the public aware of the programs and benefits available to undereducated adults, to recruit and identify students, and to recruit tutors. In order to accomplish this, a comprehensive outreach and awareness campaign continued through the program year.

Many civic organizations, local businesses, and public organizations were contacted and took a sincere interest in the Literacy Program. These included the Ville Platte Rotary Club, Evangeline Parish Homemakers Club, Evangeline Parish Reading Association, Evangeline Parish Library, Evangeline Parish Health Unit, Evangeline Parish Mental Health, U. S. Post Office, Ville Platte Garden Club, Evangeline Parish School Board, Evangeline Community Action Agency, Inc. and Headstart. The Ville Platte Rotary Club continued with "Project Literacy" as one of the club's projects for the year 1992 and retains an active Literacy Committee; the club has provided tutors and distributed posters.

Conferences were scheduled with community leaders, pastors of churches, etc. Newspapers, radio and television advertisements on Star Cable, Channel 4, were provided at no charge. Posters were placed at various locations throughout the Parish, radio announcements were made both during the French programs early in the morning on KVPI and during peek listening hours. The Gazette, the local parish newspaper, was exceptionally cooperative in running notices on the front page and other sections of the newspaper requesting that if anyone knew someone who couldn't read and wanted to learn to read, to please contact the coordinator and the telephone number was given along with the ad. This ad ran in many issues of the newspaper during the entire program year.

In addition to the above, it was felt that contact should be made with the Evangeline Parish Sheriff's Office, the City Police Chief, the

Registrar of Voters, the Counicl on Aging the Evangeline Parish Community Action Agency, and local drug abuse treatment and rehabilitation centers for assistance in locating people who may be illiterate and hard to reach through the normal channels stated above.

In July, Literacy Day was held in cooperation with the Evangeline Parish Reading Association and the Evangeline Parish Library. The bells of all of the churches rang at 12:00 o'clock noon in order to remind everyone to stop and read for fifteen minutes in order to promote literacy. Teachers were encouraged to stop whatever was being done in their classrooms and to read to their students from 12:00 noon until 12:15. It was believed that this jesture would stress the importance of being able to read.

In September, 1993, the Ville Platte Rotary Club sponsored a luncheon for the student and the tutor of the year. At this luncheon, the Parish Librarian presented certificates to the "Literacy Program Student of the Year" and "Tutor of the Year." (A copy of the newspaper clipping is included in the appendix.) The new Literacy Coordinator was introduced. The librarian serves as the chairperson of the Literacy Committe.

It was found that each and everyone of these methods of reaching the public was successful. Probably the most successful method, however had to do with contact with church leaders, who often recommended the program to its followers who could not read. The clergy were also helpful in making announcements in either their church bulletins or in public announcements in church.

Through the efforts of the Reading Association, the Library, and the Literacy Program, a special project was conducted during Literacy Week and Literacy Month.

A brief synopsis of the outreach efforts is shown in the table

entitled "Summary of Outreach Efforts in Various Areas of the Parish".

The ultimate goal of the Literacy Project is to have 100 students; reaching out and touching 40 students in the third year of the Program is rewarding and demonstrates progress in the program, eventhough only 25 had measurable progress.

Continuing and extending these efforts to reachout to all undereducated adults is imperative to the fight against illiteracy and to make undereducated adults functioning members of our society, community, and economy. The continuity of this program is vital to this objective.

Summary of Outreach Efforts
in Various Areas of Parish

Effort	Ville Platte	Mamou	Pine Prairie	Basile
Newspaper	X	X	X	X
Posters at Health Services Centers	X	X		
Posters at Library	X	X	X	X
Posters at Welfare offices and Food Stamp Distribution Centers	X	X	X	X
Posters at Post Office	X			
Rotary Club - Speaker	X			
Ch. 1 Reading Program Parent Meeting - speaker	X	X	X	X
Local Cable Television Station	X	X		
KVPI (local radio)	X	X	X	X
Evangeline Parish Homemakers - guest speaker	X	X	X	X
Churches and Church publications	X	X	X	X

Observations and Recommendations

The following observations were noted while evaluating the FY 1992 Program and recommendations are made:

A. Observation: Outreach efforts through local media, local cable channel, posters, presentations, contact with church groups were good and continued throughout the Program Year.

Recommendation: Continue these efforts but expand these in the rural areas outside of Ville Platte and in the Pine Prairie/Turkey Creek area, Mamou area, Basile area, and Chataignier areas. Displays which are so prevalent in the Ville Platte area should be extended to the other communities as well.

B. Observation: Having spoken to students, it appears that the Library Literacy Program is not only educating and teaching; but the Program is greatly improving the self-esteem of the students because they are learning and because the tutors are having a favorable physcological and motivational effect on their students. The students are particularly happy that they can utilize the computers not only during tutoring sessions but when they are not being used by other students.

Recommendation: Continue to stress the self-worth and self-esteem of the students. This seems to be a very beneficial by-product of the Program.

C. Observation: Students in outlying areas would like to be able to take computers homes but also to take video learning tapes home to watch.

Recommendation: Set up literacy centers with computers and aids - such as T.V.'s and VCR's, etc. - in all Parish libraries. Copiers should be available at all Parish libraries for use of tutors and teachers in reproducing learning materials.

D. Observation: There is no active task force in each geographical area of the Parish to work with Program.

Recommendation: Activate the Literacy Committee or Literacy Task Force in each of the five major geographical areas of the Parish - Ville Platte, Chataignier, Mamou, Basile, and Pine Prairie. The task forces could help with outreach by recruiting tutors and students in their general area and help with publicity and promotion efforts.

E. Observation: The Literacy Program does not have as effective a pre-GED program as it has for lower grade levels. The Parish now offers on GED classes to students who have achieved a certain level of education. The Literacy Grant Program could be used to attract and tutor those adult students who fall short of the GED class acceptance level. There appears to be a void that needs to be filled.

Recommendation: In the future, a pre-GED tutorial curriculum should be developed in Library Literacy Program. More efforts could be made to recruit and identify prospective students in the future. Many inquiries have been received for this assistance. Although, some material is available, a great deal more is needed, particularly a structured curriculum.

F. Observation: The program may be failing to meet the needs of possible learning abilities, such as dyslexia, hearing and seeing problems, drug abuse, slow learners, etc. Tutors working with these need special training.

Recommendation: Provide the special tutor training necessary to be capable of addressing the needs of this group of potential students. Then a special effort should be made to reach and recruit these individuals.

Other Observations

Having approached a few individuals about serving as tutors, it appears that many educated individuals who could tutor after their regular working hours cannot do so because they must take a second job to meet financial demands. Many work as cashiers for minimum wage at convenience stores, gasoline services stations, department stores and supermarkets. Some make additional income in other ways. It may be advantageous to consider paying tutors, eventhough minimum wage, to tutor. Many of these are full-time teachers who could not only tutor but help identify students. There has been a large turnover of tutors during this program year. It has affected enrollment of students. It appears that more tutors are needed; perhaps, compensation would help in recruiting these. Volunteers could be utilized to provide other services in the Program. Tutors must be educated, knowledgable, patient, and caring. Compensation would help in retaining tutors in program.

A substantial amount of publicity was received by the program through the news media, especially our local newspaper "The Gazette" and the local television station. This public awareness disseminated to all areas of the population in the parish is obvious.

The program received substantial cooperation from the local governments, churches, businesses, civic organizations, and other literacy groups. This was a program in which all differences could be put aside; the groups, organizations and government could work together for a common worthwhile goal.

It is believed that this program is now soundly entrenched in the area based on the numerous contacts made to the coordinator both day and night. The public seems to be responding to the goals of the program.

Every student who has participated in the program has reached some degree of success. The tutoring part of the program had a 52% retention rate of students which is better than the national average.

The students have shown an overwhelming response to the use of computers, and continue to want to spend more time in learning literacy skills than before. Many would like to be able to use computer programs at home if they could take computers. (This would require use of lap-top comupters.) Some would like to repeat viewing of learning videos at home as well as in libraries also.

On the negative side of the spectrum, (1) Potential students still have a problem with being embarrassed by coming into the program. They are ashamed to admit that they do not know how to read. (i.e. Some of them hold jobs which generally require reading skills). On other occasions, potential students are afraid that he or she will not be able to learn. (2) Teaching learning skills to an individual is a long term commitment, and it has been found that some of the students do not want to make such a commitment. (3) Often students miss their scheduled time with their tutor without notifying the tutor in advance. This is frustrating to the tutors. (4) The turnover rate of tutors has been high. This has been frustrating to the students.

Probably the best testimonial to the program would be that of the students. Consequently, students were interviewed by phone; their names were withheld in order to preserve their rights to privacy. Their enthusiasm for the Literacy Program was overwhelming. They like best the fact that their lack of education is kept confidential and that they do not have to attend class with others. Each felt that he/she was making progress although they wished it was faster; however, they all realize that learning is a slow building process that takes time and effort. Each said that they get frustrated but glad they have

persisted. The students enjoy using the computers as tutoring aids because they are not pressured and can work at their own speed. Oddly, none seemed intimidated by the computers.

Two tutors were also contacted. They felt that they were able to contribute to an urgent need; they found tutoring rewarding. They enjoy working with the student - teaching and testing - but do not like additional bureaucratic paperwork (reports) sometimes required.

Over the past three years, the Program has demonstrated steady progress. The cooperation of various groups in the Community as well as the Community as a whole is exceptionally inspiring.

Conclusion

It is obvious that the positive assets of the program are tremendous. It is believed that participation by the parish's illiterates and undereducated adults in this program will continue to accelerate because (1) more and more people are becoming familiar with the program through the news media and other sources, (2) the tutors who have participated in the program have been persistent, (3) expansion of services by the Program to meet the needs of the Community, and (4) the strong interest and participation in the Program. These personal experiences in the program are being more quickly disseminated into the public and successes of the program will foster new success. The efforts to reach the undereducated cannot end; the efforts must continue until every person has been reached.

A

P

P

E

N

D

I

X

THE GAZETTE

NEWSPAPER CLIPPINGS

OF

VARIOUS ACTIVITIES

AND

REACHOUT EFFORTS

Student tells Rotarians 'program helped me'

By JEFF GUILLORY
Editor

Adult Literacy Month was acknowledged in grand fashion during Tuesday's weekly Rotary Club meeting.

Clara Johnson, this year's Literacy student of the year, received a certificate and tote bag from Evangeline Parish Public Librarian Jan Smith.

"Clara has been a student for the past 2 1/2 years and has worked very hard. I'm proud to present this award to her.

"The first person I'd like to thank is God. I'd like to say that this program has helped me out a lot. I learned about the program through Channel 4.

"You know, today it takes a lot more education to make it in the world. At one time I was very desperate, but now I have hope. I'm happy because of what I am. I just thank God for this program," concluded Johnson.

Iris Latour, who tutored Johnson, was named tutor of the year. She too received a tote bag and certificate from Smith.

"I must say I enjoyed being Clara's tutor. It was very rewarding. She's very faithful and persistent. She is currently beginning her fourth book. I would encourage anyone to get into this program. It's very worthwhile," stated Latour.

Smith, admitting she's not shy to be in the news, told her fellow Rotarians that she was recently named to serve on the LSCA commission. The LSCA (Library Services and Construction Act Council for the State of Louisiana) meets once a year to set goals for the following year. Smith was appointed by the State Librarian.

Smith also informed the group that the Evangeline Parish Library received a $35,000 federal literacy grant. "This is the fourth year in a row we receive this grant. It's due to lots of work by many individuals before me. I'm pleased to join the effort."

Also, Peggy Lejeune was introduced as the new Adult Literacy Program Director, replacing outgoing director Linda Coreil. Lejeune officially resumes the position on October 1.

Jan Smith, left, awards Iris Latour Tutor of the Year

Jan Smith, left, awards Clara Johnson Student of the Year

BEST COPY AVAILABLE

gram.
"I'd like to thank the public for its

certificates of need for thirty clients. That same year, five group homes, housing six

■ See

Jessie West:
Faith is a healer

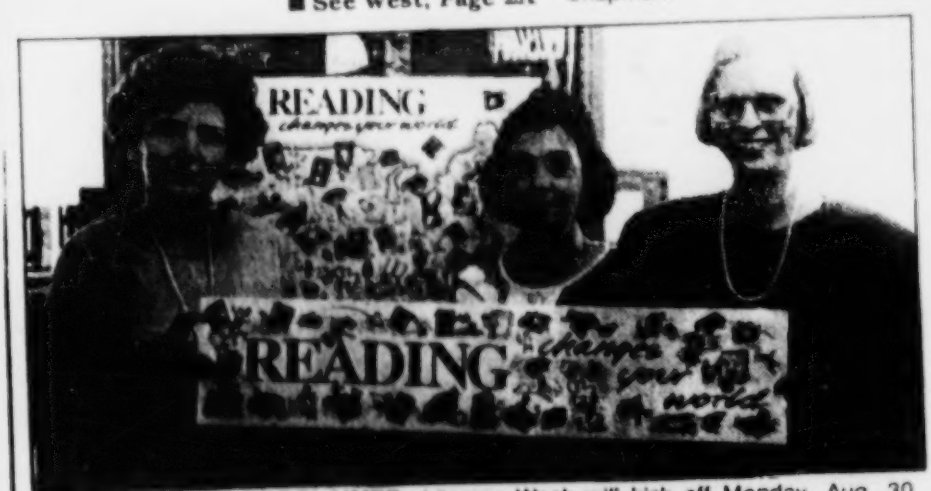
By JEFF GUILLORY
Editor

The next time you have a headache, keep Jessie West in the back of your mind. Too lazy to get out of bed and go to work in the morning, remember his relentless determination. Suffering from minor sprains, pulls or injuries, pull out West's testimonial.

Jessie James West, the 23-year old son of Mary and Jessie West of Ville Platte, is a firm believer that faith is a healer. Need proof doubting Thomas's? Here it is in black and white.

■ See West, Page 2A

AWARD- Jessie West, second from right, received an award from the Gabriel \ Wednesday afternoon. Pictured from left are Rev. L.T. Thomas, Alfred Thomas, Smith (partially hidden), Rev. Eradley Ben, Joe Thomas, and Rev. M.L. Thomas Chapman.



LITERACY WEEK PROCLAIMED- Literacy Week will kick off Monday, Aug. 30. Helping with the program are, left to right, Joan Fontenot, tutor trainer; Linda Coreil, program coordinator; and Jan Smith, program administrator. Anyone interested in the program can contact their local library branch. (Gazette Photo by Bill Juneau)

'Literacy Week' observed

The Evangeline Parish Literacy Program has proclaimed the week of Aug. 30 as "Literacy Week" at Evangeline Parish Library and all of its branches.

This week will mark the beginning of the new session. Jan Smith, parish librarian, is inviting anyone interested in learning to read or interested in helping other people learn to read to call or stop by one of the library branches for more information on the program.

Library phone numbers are: Ville Platte, 363-1369; Bastile, 432-6794; Mamou, 468-5750; and Pine Prairie, 599-3179. More information is available at each branch library. There is no charge for the program.

VP native mu
following arg

By JEFF GUILLORY
Editor

LAFAYETTE– A Lafayette man was found stabbed to death in his home early Thursday morning following a reported domestic dispute with his wife.

"Lafayette police were alerted to the husband and wife squabble. The residence was located at 607 Camelia Blvd. in Lafayette. While en route, the officers were told there was a stabbing," explained public relations officer Lt. Robert Hemsell.

Upon arrival, the officers entered the home and found 37-year old James B. Manuel Jr. lying in a pool of blood in the master bedroom.

"He had been stabbed several times in the chest and the leg," noted Lt. Hemsell. The officer did not know the

type of k
the stab
Manu
dead at
Solis of
Coroner
was ap
Thursd
Manu
Mary C
ei, was
with s
by Laf
was bo
Parish
5:30 a
was s
bonded
No
vealed
Fune
el, a n
were h
Church
August
ing in

■

BEST COPY AVAILABLE

Librarian introduced

New Parish Librarian Jan Smith introduced herself to Rotary Club members here Tuesday in a light-hearted manner, noting though she wasn't French, a Catholic and didn't know how to cook a roux, she believed, "I had died and gone to heaven when I came to South Louisiana." The wife of an Episcopal priest stationed in Opelousas, Smith told the club, as a former French teacher, she loved French and the French people and was very excited to be parish librarian. She encouraged the Rotarians to visit the library. In an ongoing effort to be responsive to the community's needs, Smith cited an emphasis on recreational reading, introduction of preschoolers to the joy of reading and library-supported literacy training. (Gazette Photo by Paul Kedinger)

Fire district tax set for Jan. 16

By PAUL KEDINGER
Editor

34

The Evangeline Parish Po-

ran out before the Doucet subdivision could be completed.

Fontenot told jurors he an-

W
Guaranteed
Low Prices
Same Item - Same Manuf
Same Price
No Has
Model
Variable
• 2.8 Amp Motor •
Makita

Literacy grant computer

Mamou library employee Flo Deshotel, seated, is shown here with Evangeline Pa
Librarian Jan Smith as they examine the new computer work station recently inst
in the Mamou branch library. The computer is one of three that will be provided a
parish's three branch libraries with this year's literacy grant. Previous grants have
vided computers for the Ville Platte library. The computer is set up to work in an i
active way to assist the student in learning to read. A tutor will also be available t
sist the student working on the new computer. Anyone interested in learning ho
read or interested in becoming a volunteer tutor, can contact Linda Coreil at 363-55
the local library. (Acadian Press Photo by Bernice Ardoin)

1992 Blow-Out

BEST COPY AVAILABLE

S A M P L E S

POSTERS AND FLIERS

DISTRIBUTED

THROUGHOUT PARISH

One out of every 5 adults in Evangeline Parish can't read. You can help them learn.

37

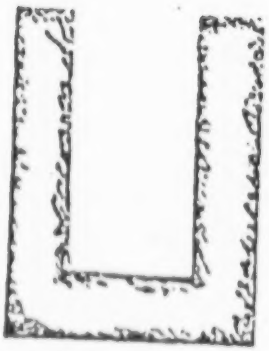
CALL 363-5501

WE'LL TELL YOU ALL ABOUT IT.

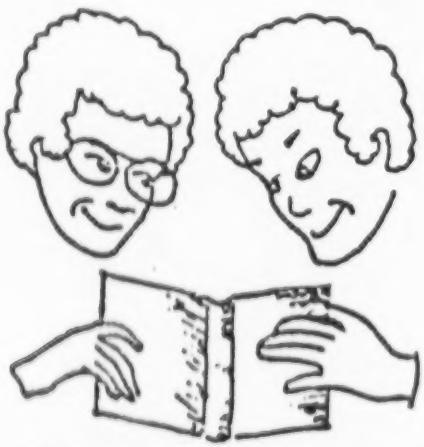
BEST COPY AVAILABLE

Evangeline Parish Media Center
607 Evangeline Drive
Ville Platte, Louisiana 705

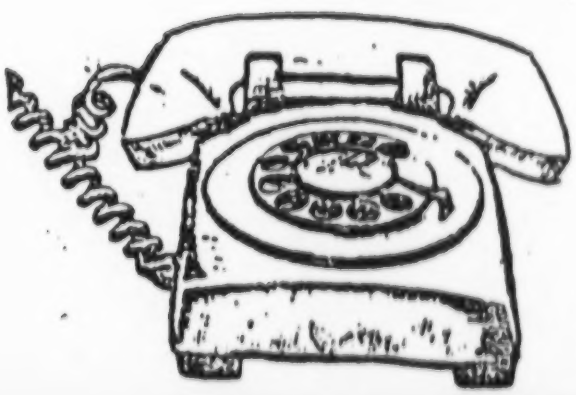
38



CAN YOU READ?



FREE LESSONS FOR ADULTS



Contact:
Linda Corei l

3/2 5501

WANTED !

LITERACY PROGRAM

SOMEONE NEEDS YOU TO HELP
HIM OR HER LEARN TO READ

CALL LINDA COREIL AT

363-5501

OR EVANGELINE PARISH LIBRARY AT

432-5057

BEST COPY AVAILABLE

SAMPLE FORMS

STUDENT

AND/OR

TUTOR

RECORDS, ETC.

TUTOR _____

STUDENT _____

MONTH _____ 19 _____

TUTOR'S MONTHLY REPORT

- SCHEDULE

  _____ Times met

  _____ Hours tutored

  _____ Hours of related activities (lesson preparation, attendance at in-service, field trips, etc.)

- STUDENT PROGRESS

  _____ Slow
  _____ Good-Average
  _____ Fine

- ATTITUDE

  _____ Dissatisfied
  _____ Indifferent
  _____ Interested
  _____ Enthusiastic

- STUDENT PLACEMENT

  Last lesson completed:

  _____ Skill Book

  _____ Lesson

  If a Skill Book was completed:

  _____ Check-up given
  _____ Certificate given
  _____ Stub sent to VITA

- TEACHING AIDS YOU FOUND HELPFUL

  _____ Flash cards
  _____ Focus on Phonics
  _____ More Stories
  _____ Library Books
  _____ Other (please explain)

  _____

  _____

- STUDENT STATUS (end of the month)

  _____ Active and continuing
  _____ New Student (1st report)
  _____ Inactive temporarily; will resume

  Reason _____

  _____

  _____

- TERMINATED _____ (date)

  _____ Moved from area
  _____ Reached goal
  _____ Lost interest: dropped
  _____ Got a job
  _____ Other: _____

  _____

- STUDENT WORKING?

  _____ Yes _____ No

  _____ Part-time
  _____ Full-time

- STUDENT HAS PARTICIPATED IN THE FOLLOWING ACTIVITIES DURING THIS MONTH:

  _____ Applied for a job
  _____ Obtained a job
  _____ Received a job promotion
  _____ Applied for a library card
  _____ Obtained a driver's license
  _____ Registered to vote
  _____ Voted for the first time
  _____ Became a U.S. citizen
  _____ Received training in completing income tax forms
  _____ Other _____

  _____

- COMMENTS _____

  _____

please: On the last teaching day of the month mail/hand carry

BEST COPY AVAILABLE

thank you!!!

STUDENT CARD

Date _____ Student # _____ Telephone _____ Home

_____ Work

M _____ _____
Last Name First Name Spouse's Name

Address _____ _____
(City) Zip

Birthdate _____ No. Children _____ Marital Status: _____

Age _____ Sex _____ Highest Grade Completed _____

Additional Education _____

_____

Pre-Test _____

Occupational information: _____

Reg. to vote? _____ Driver's License? _____ Desired Class Time _____

Class Location: _____

Referred by: _____ Date of first contact: _____

Medical Problems _____ _____

Emergency Contact:

(Name) _____ (Address - Phone) _____ (Relationship)

BEST COPY AVAILABLE

PLEASE PRINT

VOLUNTEER APPLICATION

DATE

Mr.
Mrs.
Ms. Last First Initial

Home Phone

Address
Street City State Zip Code

Spouse
Last First Initial

Business: Occupation Employer Phone

Yours

Spouse

In case of an emergency, notify:

You heard about -Volunteer Instructors Teaching Adults through

Have you been involved in a literacy program in any capacity? _____ If yes, What program? Where?

Have you ever worked with "special" students, that is mildly retarded, learning disabled, or handicapped?

List special skills/hobbies that you may wish to share

Please check days and hours that you will be available:

	Mornings	Afternoons	Evenings
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			

Areas of need:

_____ Tutoring
_____ Recruiting tutors/students
_____ Fund Raising
_____ Public Relations
_____ Library assistance
_____ Clerical support
_____ Phone work

Is your Church, school, community center available as a tutoring site?

Age

BEST COPY AVAILABLE

Thank you!